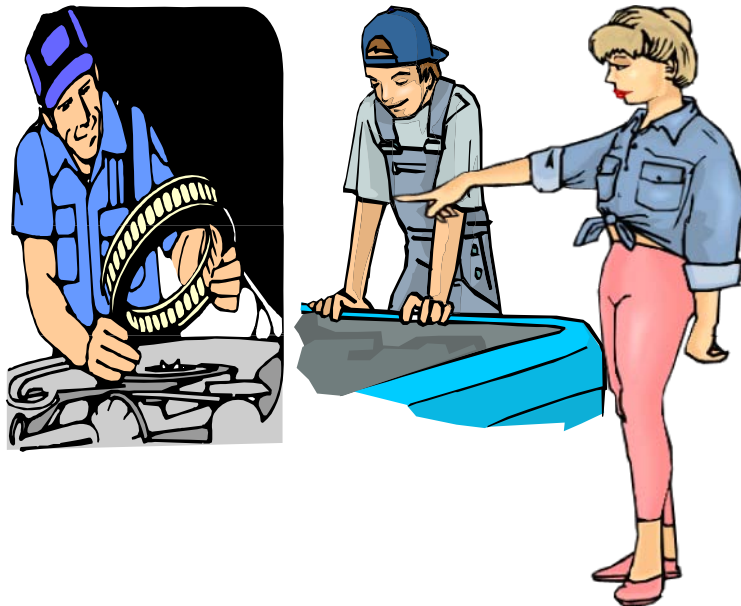


Personal Learning Plan – PLP

Task 4 - Work

CAPABILITY:

WORK



TASK (EMPLOYABLE ME):

ICAN ORGANISE AND COMPLETE A WORK EXPERIENCE
PLACEMENT.

INDEX:

Capability Task Overview Sheet

- [Part 1 – Understanding and Development of Capabilities \(UDC\)](#)
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- [Part 3 – Career Research](#)
- [Part 4 – Work Placement Planning](#)
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 - Employer Report
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- [Part 7 – Work Placement Journal](#)
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- [Part 10 – ICAN PLP Task Trial Feedback Sheet](#)

CAPABILITY TASK OVERVIEW SHEET

CAPABILITY: WORK

TASK:	ICAN ORGANISE AND COMPLETE A WORK EXPERIENCE PLACEMENT.	ASSESS. DESIGN CRITERIA:
Part 1	<input type="checkbox"/> <u>Understanding and Development of Capabilities</u> - Wordle task (common task for each capability)	UDC 3 (Work)
Part 2	<input type="checkbox"/> <u>Assessment Design Criteria</u> - Mind Map (common task for each capability)	(ADC listed below)
Part 3	<input type="checkbox"/> <u>Career Research</u> Using the myfuture website, research 2 possible career pathways (Work Experience is classified as 1); find a workplace that relates to your chosen career	D2
Part 4	<input type="checkbox"/> Complete the <u>Work Placement Planning Sheet</u> - Complete <u>OHSW training</u> and print out the certificate issued or provide evidence of the training	ER1 D2
Part 5	<input type="checkbox"/> Organise the Work Placement using the <u>Work Placement Process</u> sheet	D3
Part 6	<input type="checkbox"/> <u>Work Placement (Practical)</u> Undertake the Work Placement; request a <u>Work Placement Employer Report</u> from the employer; Case Manager to complete the Case Managers <u>Work Placement Visit / Contact Report</u>	C2
Part 7	<input type="checkbox"/> Complete <u>Work Placement Journal</u> (inc. a thank you letter to the employer)	ER2

PART 1:

Understanding and Development of Capabilities (UDC)

Wordle Task

PART 1: UNDERSTANDING AND DEVELOPMENT OF CAPABILITIES: WORK

- Students plan for and participate in workplace learning.
- Students discuss and explore their participation in paid and unpaid work outside school.
- Students refer to generic workplace competencies (eg employability skills). They consider the kind of skills and attitudes that are important to employers, and use web-based products to complete employability skills profiles appropriate to their options and preferences.
- Students interact with employers and business people about the skills and attitudes they value in young employees.
- Students make informed decisions about possible work opportunities and directions.

To demonstrate understanding of the capability, Learning, **read** the dot-points above. **Then**, type these dot-points into a Word document.

Next, follow these steps:

1. Open www.wordle.net/create and copy the text into the 'paste a bunch of text' section.
2. Press 'GO'. Wait for a moment and you will see your first word cloud.
3. **Open a PowerPoint** and produce 6 blank slides.
4. Go back to Wordle and press 'Print Screen' on the top row of the keyboard (next to F12) the **open the PowerPoint**, right click and paste the image into the first PowerPoint slide.
5. Go back to Wordle and press 'randomize'. You will see a new cloud. If you want to keep it, press 'Print Screen' and then **open the PowerPoint**, right click and paste the image into the second PowerPoint slide.
6. Repeat this process until you have 6 word clouds.
7. Choose the slide that you like best and print.

Look at the Wordle design you have created and answer the following questions:

Which words are the key words?

Why do you think so?

Which 3 words do you think are the next most important?

Look at the Capability and the Wordle. Summarise what you think the capability is about:

PART 2:

Assessment Design Criteria (ADC)

Mind Map

PART 2:

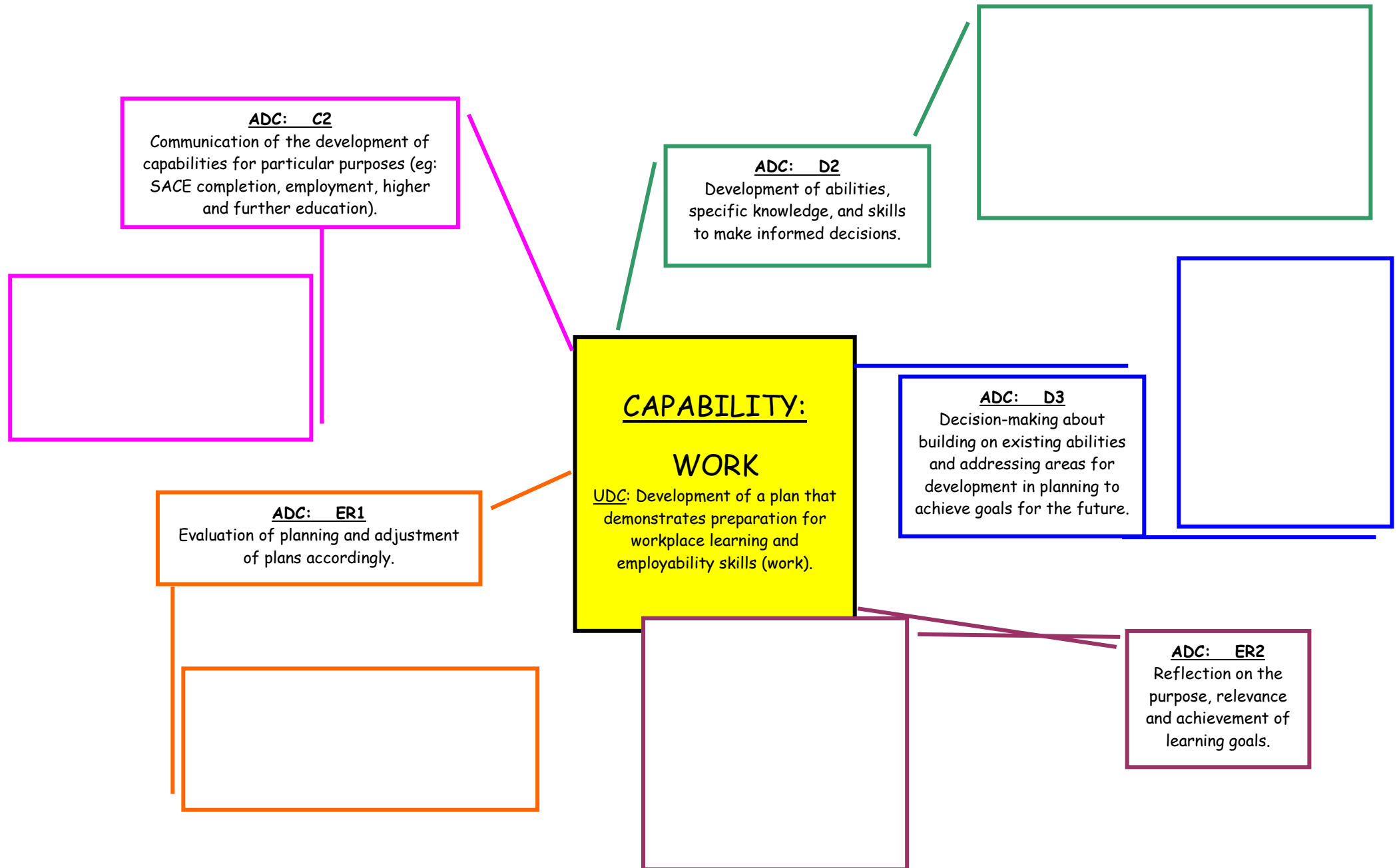
ASSESSMENT DESIGN CRITERIA (ADC) - WORK MIND MAP

Decision-making	Communication	Evaluation & Reflection
D2 Development of abilities, specific knowledge, and skills to make informed decisions	C2 Communication of the development of capabilities for particular purposes (e.g. SACE completion, employment, higher and further education).	ER1 Evaluation of planning, and adjustment of plans accordingly.
D3 Decision-making about building on existing abilities and addressing areas for development in planning to achieve goals for the future		ER2 Reflection on the purpose, relevance, and achievement of learning goals

The Mind Map on the following page shows which capability you are developing and how that capability will be assessed through the Assessment Design Criteria (ADC).

Find and use the Capability Task Overview sheet to fill in the parts of the task that are used for each ADC. Write the (underlined) name of the task into the blank boxes.

MIND MAP FOR WORK CAPABILITY



PART 3:

Career Research

PART 3: CAREER RESEARCH

Make sure that you include completed sheets and research in your PLP folder.

(Note to facilitators: 'myfuture' is suggested, but you may have another preferred option, such as 'Career Works' or the Job Guide. You can use an alternative to 'myfuture', as long as similar information is acquired.)

STEP:	DETAILS:	YOUR NOTES:	COMPLETED ON (DATE):
1	Read the 'Looking At Abilities' sheets and highlight the ability that you think describes you best. Write that ability and the definition in 'Your Notes' →		
2	Go to the myfuture website at www.myfuture.edu.au . You might like to try some of the activities and quizzes. Write the activities or quizzes that you tried in 'Your Notes' →		
3	Find the 'bullseye' posters (see attached sheet explaining what the posters are about – a copy of one of the posters is also attached). Find the poster that best describes the career pathway you would like to pursue. Write the name of the main career heading and at least 2 links (the underlined occupations) that you looked at in 'Your Notes' →		
4	Follow the instructions on the handout 'Activity 13: The Facts – Exploring Occupations'. Choose one possible career pathway that you are interested in. Complete the answers to the questions on the sheets. Write the occupation you chose in 'Your Notes' →		

Looking At Abilities

Realistic abilities are sometimes used in manual and outdoors work.

Jobs are often put into general categories with skills and abilities summarised into six major areas. These areas are **Realistic, Investigative, Artistic, Social, Enterprising and Conventional**. Check out the meanings of each of these words from the descriptions below.

Realistic Abilities

People who like working with machines, tools, plants and animals. People doing these jobs are called practical, mechanical and realistic.



People with investigative skills often work in technical, engineering or scientific areas.

Investigative Abilities

People who like doing maths and science and solving problems. These people are usually precise, accurate and logical in the way they do things.



Kylie
Justin
Cameron
J lo
Brittany
Josh
Tobey
Heath
Claudia

Artistic Abilities

People who like art, drama, dance, crafts and music. These people are usually described as creative, expressive, original and independent in their thoughts.



Looking At More Abilities

Guidance Officers, Nurses, Police, Librarians, and Teachers all need social abilities.

Social Ability

These people like doing things with other people. They are usually thought to be trustworthy, friendly and helpful.



Marketing, sales and business type people use enterprising abilities

Enterprising Abilities

These people like to lead and persuade other people, they like to sell things. They are energetic, ambitious and outgoing.



Jobs are available for people with conventional abilities in clerical and administration areas as well as accounting.

Conventional Abilities

These people like to work with numbers, keeping records, and computers. They are usually well organised, and good at following a plan.



Task 4: Work

Career Research Activities:

To access **Bullseye Posters**, you can go to www.myfuture.edu.au

The Facts: Exploring Occupations

The purpose of **Activity 13** is to discover what information is in myfuture about **occupations**.

- Go to <http://www.myfuture.edu.au>
- Select **The Facts > Work and Employment**
- Click on **Occupations**.
- Either **search** or **browse** to find an occupation of interest to you.
- Read the information about the occupation.

1. Which occupation did you choose?

2. List some of the duties and tasks of that occupation, particularly the tasks that appeal to you.

3. Read the Quick Facts for this occupation. What skill level does this occupation have and what learning areas relate to the occupation?

4. What personal requirements would help you to undertake this occupation?

5. Are there any related industries to this occupation. Are there any occupations in a related industry which interest you. If so list them below.



- Click on the underlined link below the **Labour Market Information** section.
- This will take you to the Job Outlook website.

6. What are the job prospects for this occupation? What is the rate of unemployment for this occupation? Do you think there are many work opportunities in this occupation?
(Close the window when you have finished this question)

7. What are some of the related jobs to the occupation you have been looking at?



To look at **related courses** for this occupation:

- Select the relevant state/territory link below the **Related Courses** heading.

8. Name a course that is available to undertake for this occupation in your state/territory and name the training provider.

9. If you wanted further information about the occupation what organisations could you contact?

10. What kind of state specific information is available to you from myfuture?

PERSONAL LEARNING PLAN

Career Research Activity

Name: _____

1. Using your Job Guide, conduct some research on one career/job that may be appropriate to your future (note: if using the Job Guide on the Internet, make sure that you enter SA in the State/Territory Specific Information to ensure that the information you receive is accurate).
2. Present your research on the following pages, ensuring that information on the following is addressed:
 - Job duties and tasks
 - Conditions of employment (rates of pay, holidays, leave etc)
 - Career pathways (where does the job lead?)
 - Personal requirements
 - Education and training required
 - Skills required
 - Effect of job on your lifestyle
 - Why this job is one you are interested in
 - Employment prospects in the near future

Title of job: _____

Job duties and tasks:

Conditions of employment (rates of pay, holidays, leave etc):

Career pathways (where does the job lead?):

Personal requirements:

Education and training required:

Useful subject choices:

Skills required:

Effect of job on your lifestyle (e.g. night/shift work, travel time, health issues etc):

Why this job is one in which you are interested in:

Employment prospects in the near future:

PART 4:

Work Placement Planning

PART 4: WORK PLACEMENT PLANNING SHEET

(see also Work Placement Process sheet, as planning and process fit together)

STEP:	DETAILS:	YOUR NOTES:	COMPLETED ON (DATE):
1	Identify 3 workplaces that relate to your learning or career goal.		
2	With your case manager, discuss the workplace where you would like to do a work placement.		
3	Work with you case manager to complete OHSW training.		
4	When the Work Placement has been organised, ensure that you have a copy of the Work Placement Journal and make a list of what you need to take / to do to be prepared for the work placement.		
5	At the start of the work placement, hand the employer the Employers Report and ask him / her to complete the report before you finish the work placement.		
6	During the Work Placement, complete the Work Placement Journal (you can complete some in your own time, but you will need to find a time when the employer is available to answer some of the questions).		
7	During the Work Placement, your case manager will either call the employer or visit the workplace to see how you are going. The case manager will complete a report that you can include in your CLP and PLP folder.		
8	Before you leave the workplace, don't forget to ask the employer for your report. Don't forget to thank them for allowing you to do the work placement.		

PART 5:

Work Placement Process

PART 5: OHSW REQUIREMENT

(NB: This training needs to be completed ONCE for the PLP. Do it for either the Volunteer Placement OR for the Work Placement, whichever you do first.
You do not need to repeat the training.

Your case manager will work with you to complete on-line OHSW training.

(Some FLO providers have their own established version of OHSW training. Otherwise, you could try the following website.)

<http://www.safework.sa.gov.au/showpage.jsp?id=6429>

(or similar)

Include a copy of the certificate or evidence of the training done in both your PLP and CLP folder.

Case Managers are to ensure that students understand the following:

- Occupational Health, Safety and Welfare Act, 1986
(or as amended from time to time)
 - Equal Opportunity Act, 1984
(or as amended from time to time)
 - Children's Protection Act, 1993
(or as amended from time to time)

The program should make students aware of:

- a) their role, responsibilities and rights related to OHS&W in the workplace
- b) insurance arrangements and implications
- c) the procedure to be followed if they experience bullying, teasing, violence, sexual harassment, alcohol or drug abuse, or any other issue that makes them feel unsafe or uncomfortable, and organisations that can support them
- d) any other specific requirements of the workplace provider
(eg industrial safety issues or student responsibilities when working with young children, aged persons or people with disabilities).

PART 5: WORK PLACEMENT PROCESS SHEET

(see also Work Placement Process sheet, as planning and process fit together)

STEP:	DETAILS:	YOUR NOTES:	COMPLETED ON (DATE):
1	When you have identified a workplace that you would like to do a Work Placement at, talk to your case manager and work together to organise the placement.		
2	Work with your case manager to complete the Work Place Learning Agreement Form (all sections must be completed)		
3	Your case manager will give the completed form to your FLO Coordinator. (CM to check with FLO Coordinator about whether school requires any further documentation).		
4	When your school FLO Coordinator has returned the Workplace Learning Agreement Form, signed by the Principal, to your case manager, you will be able to do your placement.		
5	<u>At the end of the Work Placement, make sure that you have completed copies of the following:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Employers Report <input type="checkbox"/> Case Managers Visit / Contact Report <input type="checkbox"/> Work Placement Journal 		
6	Write a thank you letter (2 paragraphs) to thank the employer for allowing you to do the placement and state what you learned during the placement. Your case manager will help you organise for the letter to be posted to the employer. Include a copy of the letter in your CLP and PLP folders.		

2. Workplace Learning Agreement Form

Space
for
School
LOGO

Workplace Learning Agreement Form

This document is to be referenced against the *Workplace Learning Guidelines 2004* DECS form ED258

School Name		School Contact Person	
School Address	Ph (08)	Fax (08)	Mobile
Suburb/town	P/Code	Email	website

Section A: Student Details

Student is to complete all boxes in this section, carefully note the declaration below, then sign and date it.

Family Name Year Level

Given Name Birth Date

Student's Emergency Contact

Name:

(Parent / Caregiver / Other)

Address:

Phone:

Home

Work

Mobile

Any special medical condition, medication or disability that may affect this student on work placement

As a student on work placement, I agree to attend the workplace at the agreed time and days or to notify both my workplace supervisor and the school promptly if I am unable to do so. I shall be appropriately dressed and comply with all reasonable directions. I shall promptly inform the workplace supervisor and the school of any incident or accident. I am aware that, in case of need, I may contact my supervising teacher or school.

Student's Signature Date: / / 20

Type of Work Placement

☐

Work Experience

☐

Structured Workplace Learning

Name of VET Course or Industry Area

(tick relevant box)

Placements Dates

Date of Placement / / 20 / / 20

From

To

or

Start Time

Lunch Time

Finish Time

Specify Other Arrangements

Section B: Parent / Caregiver / Student 18 Yrs+ / Student Living Independently*

Parent / Caregiver/special student to carefully note, then complete, sign and date the relevant sections below*

I give permission for (insert student's name)

to be involved in the work placement program on the understanding that, in the event of illness or accident, the emergency contact shall be notified as soon as possible. If they cannot be contacted, I authorize the person in charge to obtain the services of a suitably qualified medical practitioner and to convey the student to a place suitable for treatment. I undertake to cover the costs of any unmet expenses incurred. I understand that I am responsible for transportation and any costs associated with the student travelling to and from the work placement. I have read and understood the information brochure entitled "Undertaking a Workplacement - Information for students and parents/caregivers".

Parent's/Caregiver's Signature Date / / 20

Name (Block Letters Please)

* Note: 'Student Living Independently' refers to those receiving Youth Allowance and those the school recognizes as being responsible for their own education and living arrangements. Through the Contract of Necessity, they can sign for themselves for essential services. (Page 1 Of 2)



Section C1: Work Placement Provider Details*Workplace provider to complete all sections in BLOCK PRINT*

Firm Name			Phone		
Firm Address – Street			P/code		
Suburb/town					
Contact Person			More than 3 employees	<input type="checkbox"/> Y <input type="checkbox"/> N	
569B Contact No					
	Phone	Fax	Mobile		
Location of Placement (If different from above)					
Tasks to be Performed					
Special Conditions (eg special clothing / safety equipment)					

Section C2 Work Placement Provider*Workplace provider to carefully note then sign and date the relevant section below*

I agree to accept this student on work placement and to plan an appropriate program for their placement. All reasonable precautions will be taken in the workplace to ensure the health, safety and welfare of the student in a non-discriminatory and harassment free working environment. I will notify the school in the case of student illness, accident, inappropriate behaviour or any unexplained absence.

Those work placement providers who are mandated notifiers agree to acknowledge their responsibility under the Children's Protection Act 1993. All other work placement providers are reminded of their moral responsibility to report any suspected child abuse.

I understand the student will not be paid or given a reward of any description for work performed during the placement and will not be used to replace a paid or striking worker or be used to my advantage in industrial disputes.

I understand the student will be visited or telephoned by a teacher/staff member during the placement and that the student will not be involved with any tasks prohibited by insurance or legislation. The work placement provider, the school, the student or parents/caregivers may cancel the work placement at any time without notice.

I certify that Occupational Health, Safety and Welfare practices, procedures and systems are in place including the induction of people new to the work place.

Insurance Arrangements

I understand that while a student is participating in the work placement program he/she is covered by:

- DECS' self insurance arrangements in the case of students enrolled in government schools.
- The school's personal accident and public liability insurance policies in the case of students enrolled in non-government schools.

I certify that this work placement provider has a current public liability or protection and indemnity insurance policy **OR** I certify that this work placement provider is a large corporation, statutory authority, government department or instrumentality, and stands its own risk in terms of public liability in the event of injury to the student or damage or injury to a third party arising from the actions of the student, but which is attributable to negligence on the part of the proprietor or his/her employees or agents.

Employer Approval for SA Unions Notification - (not required for Independent Schools)

☐ **I agree to** the school informing the SA Unions of the business name of this work placement provider and its location to assist in maintaining the highest standard of this student work placement.

☐ **I do not agree** to this information being passed onto the SA Unions.

Work Placement Provider's Signature		Date	____ / ____ / 20____
-------------------------------------	--	------	----------------------

Section D: Principal / Principal's Delegate*To be signed and dated by the School Principal or Principal's Delegate once all other sections have been completed*

I give permission for this student to undertake a work placement with the above named work placement provider in accordance with the governing *Workplace Learning Guidelines 2004*.

(Tick when applicable) ☐ I am aware this student is 14yrs of age and I approve the special arrangement of this work placement.

Principal / Principal's Delegate:		Date:	____ / ____ / 20____
-----------------------------------	--	-------	----------------------

*** Note: This form is not to be altered or changed except for the addition of an individual school logo and/or address.

(Page 2 of 2)

There must be three copies of this document completed and signed prior to the commencement of the work placement:

- ☐ The original form is returned to and kept by the school, ☐ a copy is forwarded to workplace provider, ☐ a copy is provided to the student.

PART 6:

Work Placement Reports

- Employer Report
- Case Manager Report

PLP WORK PLACEMENT STUDENT ASSESSMENT

WORK PLACEMENT DETAILS

Student name: _____ Dates of placement: _____

Name of Business: _____

Phone No: _____ Fax No: _____

Supervisor's Name: _____

Key Competencies	Demonstrated Skill	Competent	Needs Developing	Not Relevant
Collecting, Analysing and Organising Information	<ul style="list-style-type: none">Understands the need for information and identifies possible sourcesGathers and assesses informationOrganises and records informationChecks that information is accurate, complete and from the most appropriate resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating Ideas and Information	<ul style="list-style-type: none">Communicates appropriately for the situationSpeaks/writes clearly and coherently in the workplaceResponds positively to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and Organising Activities	<ul style="list-style-type: none">Identifies planning goalsPlans and prioritises activitiesManages time and resources effectivelyReviews progress and final outcome, making adjustments as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with Others and in Teams	<ul style="list-style-type: none">Understands the purpose for working effectively in teamsAccepts individual rolesWorks with others to complete team tasksCan evaluate own and team performance in completing task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Mathematical Ideas and Techniques	<ul style="list-style-type: none">Uses maths effectively in the workplaceIdentifies the accuracy involvedWorks to the required accuracyChecks that work is accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solving Problems	<ul style="list-style-type: none">Identifies problems in the workplaceSelects appropriate problem-solving strategiesSolves problems effectivelyEvaluates problem solving strategies used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Technology	<ul style="list-style-type: none">Identifies the uses of technology in the workplaceSelects appropriate technology for tasksUses technology safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Signed: _____ Date: _____

PLP WORK PLACEMENT STUDENT ASSESSMENT

WORK PLACEMENT DETAILS

Student name: _____ Dates of placement: _____

Name of Business: _____

Phone No: _____ Fax No: _____

Supervisor's Name: _____

FLO Case Manager: _____

FLO Service / Program Provider: _____

School: _____

FLO Coordinator: _____

CM to speak with the employer and get an overview of the student's progress:	EXCELLENT:	VERY GOOD:	SATISFACTORY:	UNSATISFACTORY:
• Punctuality				
• Organisation				
• Positive attitude				
• Willing to learn new things				
• Working with others				
• Working independently				
• Areas for improvement or other comments:				

Signed (by CM): _____ Date: _____

PART 7:

Work Placement Journal

PART 7 – TASK 4: WORK

WORK PLACEMENT

PERSONAL LEARNING PLAN

2010

JOURNAL / DAILY DIARY

NAME.....

CASE MANAGER.....

FLO COORDINATOR.....

FLO PROVIDER
CONTACT DETAILS:

ACKNOWLEDGEMENTS:

ICAN gratefully acknowledges Para Hills High School for allowing the Work Placement Journal to be used, in full, in the ICAN PLP for use by FLO students.
This contribution is very much appreciated.

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This contribution is very much appreciated.

PERSONAL INFORMATION AND WORK PLACEMENT DETAILS

Name:

Address

Postcode

Phone

Dates of work experience:

From:

To

Name of Organization

Address

Postcode

Phone

Fax No

Job/Duties

Name of Contact Person

Work Times

Required Clothing

Break Times

Transport Details

CASE MANAGER AND PROVIDER TELEPHONE NUMBERS:

_____ / _____

INTRODUCTION

Work Placement is an opportunity for you to explore the world of work. This booklet is designed to help you have a successful and fulfilling experience. There are some things you should keep in mind before, during and after your work experience/ placement.

- Work placement/ experience is not a promise of a job.
- It is a privilege and not something which is your right automatically.
- It is part of your total education, an essential part of the PLP subject.
- It is to help you prepare for your transition from school to adult life.

WHY DO WORK PLACEMENT

- To learn about the work place, about how people operate there and what relationship work has with your school studies.
- To learn more about yourself and gain an understanding of how you relate to other people.
- You are required to do a reflective summative assessment task following your work placement as part of your PLP.
- To test possible career choices in a safe, supported way.

RULES AND REGULATIONS

- You must be at least 14 years of age.
- Be covered by insurance for the period you are on work placement. This comes into force once you have returned the completed WORK EXPERIENCE AGREEMENT FORM. This is a legal document and you must not begin a placement until the School has a completed, signed copy.
- Obey the employer's rules and regulations
- Follow the guidelines set down by the school, including completing this journal.
- You must have successfully completed the Passport to Safety Certificate re OHS.

VISITS BY STAFF

- While you are on work placement a member of the staff will visit you. This is to talk with your employer to see how you are fitting in, and to make sure that you given appropriate tasks to do.
- Introduce the case manager to your employer and to the other people you are working with (if convenient). If the case manager wishes to talk with the employer alone, ensure that you move back to the tasks you have been set to do.

PROBLEMS DURING WORK PLACEMENT

If, for any reason, you have problems during work experience (harassment of any type, or you do not feel safe in the working environment) and you are unable to discuss it in the work place, do not hesitate to contact the school, FLO provider, or a case manager, or the case manager who visits.

EXPECTATIONS OF STUDENTS WHILE ON WORK EXPERIENCE

- Be punctual – preferably 5-10 minutes early
- Be appropriately and neatly dressed
- Be courteous - good manners are important – remember to use Good Morning/Afternoon, Please, thank you, goodbye.
- Accept requests and instructions cheerfully
- Show that you are interested
- Ask for help and assistance if you need it
- If you are unhappy with what you have to do, speak to the supervisor or phone the school or case manager in your own time, not the employer's time.

BEHAVIOUR

- Any student whose behaviour or attitude is regarded as being detrimental either to the employer or the school's program may be denied the right to continue with the work experience placement. Any student who is obviously disinterested or exhibiting unsafe/ inappropriate behaviours will be withdrawn immediately.
- If you are ill or late on any working day, notify your employer and your case manager before the working day begins. Ensure that you have a record of the telephone number of both the case manager and your employer. Record the name of the person to whom you spoke.
- As a guest of the organisation, remember that you represent your school of enrolment, FLO provider and ICAN.

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE) –PERSONAL LEARNING PLAN

Work placement undertaken at any time during the SACE studies may be recognised on the South Australian Certificate of Education Record of Achievement if these criteria are met:

The work experience placement must be equivalent to at least one week's full time work.

It must be organised through the school and occur during the school year when the student is enrolled for the SACE.

A summative assessment task is completed to a satisfactory level – C or above moderated grade.

PERSONAL ORGANISATION

What time did you leave home to get to work?

What time did you start work?

How did you get to work?

What hours did you work?

Does the organisation have shift work, overtime or rostered days off?

Do you have to work indoors, outdoors or both?

What facilities are available for staff?

What were the conditions like?

How many people do you work with in this job?

Are you likely to have contact with the general public? (in person, phone)

From whom do you take your instructions?

THE BUSINESS/ ORGANISATION

You should find out as much as possible about the particular organisation you have been placed with.

Name of organisation

Nature of business

With which profession, industry or commercial activity is this organization connected?

How long has the organization been established?

Is it a government or privately owned business?

Is it a South Australian organisation or is it part of an interstate or overseas organization?

List some of the equipment this organisation uses

TRAINING AND ADVANCEMENT

If you wanted to work here what education standard would you need?

Would you have to do an apprenticeship (contract of training)?

Does this organisation take apprentices/trainees

What TAFE college/ University would you attend?

What other training is needed?

What specific subjects would you need to study at school?

What qualifications would you need to get this job with this organisation?

What are the employment prospects in this field?

Where would you apply for this job?

How are vacancies advertised?

Would this job lead to advancement?

What personal qualities do you need to have or develop to do this job? (Good at figures, able to concentrate for long periods, be especially patient etc)

PAYMENT AND UNIONS

Would you receive a wage or a salary in this job?

What would be your income in:

your first year

your second year

after five years

How often do employees get paid Weekly Fortnightly Monthly Contract

What holidays would you get?

Are there any deductions from your pay? (union fees, superannuation, medical)

Would you have to join a union?

Identify the names of unions employees may join?

What benefits would you gain from union membership?

What would your union fees be?

What is a union?

SAFETY

What safety regulations does this organization have in regard to clothing, hair, footwear, personal appearance?

Is there any sort of safety program? (signs, poster, etc)

What safety rules must you follow if using any equipment?

Are they followed by the employees?

What is Workcover/workers compensation?

Who pays for this coverage of the workers?

If you were injured on the job how would Workcover help you?

Does Workcover apply on every job?

DAILY DIARY

DAY ONE

DATE.....

8.30 – 9.00am

9.00 – 9.30am

9.30 – 10.30am

10.30 – 11.30am

11.30 – 12noon

12.00 – 12.30pm

12.30 – 1.30pm

1.30 – 2.30pm

2.30 – 3.30pm

3.30 – 4.30pm

4.30 – 5.00pm

PERSONAL REFLECTION

DAILY DIARY

DAY TWO

DATE.....

8.30 – 9.00am

9.00 – 9.30am

9.30 – 10.30am

10.30 – 11.30am

11.30 – 12noon

12.00 – 12.30pm

12.30 – 1.30pm

1.30 – 2.30pm

2.30 – 3.30pm

3.30 – 4.30pm

4.30 – 5.00pm

PERSONAL REFLECTION

DAILY DIARY

DAY THREE

DATE.....

8.30 – 9.00am

9.00 – 9.30am

9.30 – 10.30am

10.30 – 11.30am

11.30 – 12noon

12.00 – 12.30pm

12.30 – 1.30pm

1.30 – 2.30pm

2.30 – 3.30pm

3.30 – 4.30pm

4.30 – 5.00pm

PERSONAL REFLECTION

DAILY DIARY

DAY FOUR

DATE.....

8.30 – 9.00am

9.00 – 9.30am

9.30 – 10.30am

10.30 – 11.30am

11.30 – 12noon

12.00 – 12.30pm

12.30 – 1.30pm

1.30 – 2.30pm

2.30 – 3.30pm

3.30 – 4.30pm

4.30 – 5.00pm

PERSONAL REFLECTION

DAILY DIARY

DAY FIVE

DATE.....

8.30 – 9.00am

9.00 – 9.30am

9.30 – 10.30am

10.30 – 11.30am

11.30 – 12noon

12.00 – 12.30pm

12.30 – 1.30pm

1.30 – 2.30pm

2.30 – 3.30pm

3.30 – 4.30pm

4.30 – 5.00pm

PERSONAL REFLECTION

DEBRIEFING

You will be required to submit this journal with all details completed to your case manager and FLO Coordinator as evidence.

You will be required to submit your WORK PLACEMENT STUDENT ASSESSMENT FORM from your employer. This will be photocopied for you and you will need to place the original report in your CLP.

You will be required to **write a letter of thanks** to your employer. Attach a copy of the letter to this journal.

Complete the table below which shows your daily costs:

	Food	Transport	Total
Day One			
Day Two			
Day Three			
Day Four			
Day Five			
Total for the week			

Has work experience helped you to decide whether you want this type of job or have you changed your mind?
Write down your reasons.

PLP WORK PLACEMENT STUDENT ASSESSMENT

WORK PLACEMENT DETAILS

Student name: _____ Dates of placement: _____

Name of Business: _____

Phone No: _____ Fax No: _____

Supervisor's Name: _____

Key Competencies	Demonstrated Skill	Competent	Needs Developing	Not Relevant
Collecting, Analysing and Organising Information	<ul style="list-style-type: none">Understands the need for information and identifies possible sourcesGathers and assesses informationOrganises and records informationChecks that information is accurate, complete and from the most appropriate resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating Ideas and Information	<ul style="list-style-type: none">Communicates appropriately for the situationSpeaks/writes clearly and coherently in the workplaceResponds positively to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and Organising Activities	<ul style="list-style-type: none">Identifies planning goalsPlans and prioritises activitiesManages time and resources effectivelyReviews progress and final outcome, making adjustments as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with Others and in Teams	<ul style="list-style-type: none">Understands the purpose for working effectively in teamsAccepts individual rolesWorks with others to complete team tasksCan evaluate own and team performance in completing task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Mathematical Ideas and Techniques	<ul style="list-style-type: none">Uses maths effectively in the workplaceIdentifies the accuracy involvedWorks to the required accuracyChecks that work is accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solving Problems	<ul style="list-style-type: none">Identifies problems in the workplaceSelects appropriate problem-solving strategiesSolves problems effectivelyEvaluates problem solving strategies used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Technology	<ul style="list-style-type: none">Identifies the uses of technology in the workplaceSelects appropriate technology for tasksUses technology safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Signed: _____ Date: _____

**PLP WORK PLACEMENT
STUDENT ASSESSMENT**

WORK PLACEMENT DETAILS

Student name: _____ Dates of placement: _____

Name of Business: _____

Phone No: _____ Fax No: _____

Supervisor's Name: _____

FLO Case Manager: _____

FLO Service / Program Provider: _____

School: _____

FLO Coordinator: _____

CM to speak with the employer and get an overview of the student's progress:	EXCELLENT:	VERY GOOD:	SATISFACTORY:	UNSATISFACTORY:
• Punctuality				
• Organisation				
• Positive attitude				
• Willing to learn new things				
• Working with others				
• Working independently				
• Areas for improvement or other comments:				

Signed (by CM): _____ Date: _____

PART 8:

Evidence Checklist (Case Manager to complete)

PART 8: EVIDENCE CHECKLIST (FOR USE BY CASE MANAGER)

FLO Case Manager to complete prior to submitting student work to the FLO Coordinator for assessment.

ASSESS. DESIGN CRITERIA:	EVIDENCE:	EVIDENCE ATTACHED (✓):
D2	<input type="checkbox"/> Career Research and Work Placement Planning sheet	
D3	<input type="checkbox"/> Process for Work Placement Process sheet	
C2	<input type="checkbox"/> Work Placement Report (employer) and Workplace Visit Checklist (Case Manager)	
ER1	<input type="checkbox"/> Notations on Work Placement Planning sheet (after discussion of plans with Case Manager)	
ER2	<input type="checkbox"/> Work Placement Journal	

NB: The Assessment Design Criteria have been allocated to the task that best fits the criteria. Criteria will overlap in several tasks. The evidence sheet indicates that each has been specifically addressed.

PART 8: EVIDENCE CHECKLIST (FOR USE BY CASE MANAGER)

FLO Case Manager to complete prior to submitting student work to the FLO Coordinator for assessment.

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ER2	<input type="checkbox"/> Work Placement Journal	

NB: The Assessment Design Criteria have been allocated to the task that best fits the criteria. Criteria will overlap in several tasks. The evidence sheet indicates that each has been specifically addressed.

PART 9:

Performance Standards for this Task

(for FLO Coordinator's information / reference)

TASK 4: Employable Me - Performance Standards

PART 9: TASK PERFORMANCE STANDARDS (FOR FLO COORDINATOR'S REFERENCE)

	Understanding and Development of Capabilities*	Decision-making	Communication	Evaluation and Reflection
A	<p>Comprehensive understanding, independent development, and capable demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Comprehensive and insightful identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Independent and focused development of a plan that demonstrates appropriate preparation for workplace learning and employability skills. (work)</p> <p>Independent and focused development and demonstration of learning skills most relevant to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Convincing evidence of informed assessment of current literacy, numeracy, and information and communication technologies (ICT) skills and other capabilities.</p> <p>Independent and comprehensive development of personal abilities, specific knowledge, and skills to make informed decisions that are highly relevant to plans for future study and work.</p> <p>Astute decision-making about strengthening existing personal abilities and addressing areas for development in planning to achieve goals for the future.</p>	<p>Clear and discerning communication and interaction with others with relevant expertise (within school and externally) to explore, develop, and identify ideas and plans for present and future learning goals. (communication)</p> <p>Effective communication and justification of the development of capabilities for particular purposes (e.g. SACE completion, employment, higher and further education, participation in the community). (communication)</p>	<p>Evidence of comprehensive self-assessment and relevant, ongoing planning for achieving goals, and well-considered adjustments made to the plan in response.</p> <p>Comprehensive review and critical evaluation of, and reflection on, the purpose and relevance of the plan.</p> <p>Insightful and sophisticated reflection on the development and demonstration of the five capabilities</p>
B	<p>Thoughtful development and demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Thoughtful identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Independent development of a plan that demonstrates appropriate preparation for workplace learning and employability skills. (work)</p> <p>Capable development and demonstration of learning skills relevant to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Well-informed understanding of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>Proficient development of abilities, specific knowledge, and skills to make relevant decisions about the plans.</p> <p>Effective decision-making about building on existing abilities and considering areas for development in planning to achieve goals for the future.</p>	<p>Proficient communication and interaction with others with relevant expertise (within school and externally) to explore and identify ideas and plans for present and future learning goals. (communication)</p> <p>Coherent communication and explanation of the development of some of the capabilities for particular purposes (e.g. SACE completion, employment, higher and further education) as linked to the student's goals. (communication)</p>	<p>Evidence of capable self-assessment and detailed planning for achieving goals, and adjustments made to the plan in response.</p> <p>Thoughtful review and analysis of, and reflection on, the purpose and relevance of the plan.</p> <p>Proficient reflection on the development and demonstration of the five capabilities</p>
C	<p>Satisfactory development and demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Adequate identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Satisfactory development of a plan that demonstrates preparation for workplace learning and employability skills. (work)</p> <p>Satisfactory development and demonstration of learning skills related to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Satisfactory awareness of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>Satisfactory development of some knowledge and skills to make adequate decisions about aspects of the plan.</p> <p>Satisfactory decision-making about ways to build on some existing abilities.</p>	<p>Satisfactory communication and interaction with others with relevant expertise (within school and externally) to identify ideas and plans for possible learning goals. (communication)</p> <p>Satisfactory communication and development of some of the capabilities with some relationship to the student's goals (e.g. SACE completion, employment, higher and further education). (communication)</p>	<p>Satisfactory evidence of self-assessment and planning for achieving goals, and adjustments made to the plan.</p> <p>Adequate reflection on the purpose of the plan.</p> <p>Satisfactory reflection on the development and demonstration of some of the capabilities.</p>
D	<p>Some development and demonstration, with support, of possible ways in which the student can contribute to the wider community. (citizenship)</p> <p>Some exploration of aspects of personal learning related to goals for present and future options. (personal development)</p> <p>Some development of parts of a plan that demonstrate preparation for workplace learning and employability skills. (work)</p> <p>With support, some development and demonstration of aspects of learning skills related to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Partial awareness of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>With support, development of some skills to make partial decisions about aspects of the plan.</p> <p>With support, exploration of aspects of existing abilities.</p>	<p>With support, communication with others to partially identify ideas and aspects of planning. (communication)</p> <p>Basic communication of aspects of the capabilities that may be linked to the student's learning goals. (communication)</p>	<p>Limited evidence of some self-reflection and planning; with support, some adjustments may be made to the plan.</p> <p>Basic description of aspects of a plan and a partial statement of its purpose.</p> <p>With support, basic discussion about some aspects of the capabilities.</p>
E	<p>Little development or demonstration of possible ways in which the student can contribute to the wider community. (citizenship)</p> <p>Partial lists of aspects of personal learning that may be related to goals for present and future options. (personal development)</p> <p>Limited development of parts of a plan that may show preparation for workplace learning and employability skills. (work)</p> <p>Infrequent demonstration of aspects of learning skills that may be related to goals for present and future learning. (learning)</p>	<p>With support, a limited statement of some aspects of current literacy, numeracy, and ICT skills and possibly other capabilities.</p> <p>With support, partial and limited decisions about any parts of a plan.</p> <p>Occasional accessing of some information that may not always link to an area or areas for development in planning.</p>	<p>With support, communication with at least one other person to partly identify aspects of a plan. (communication)</p> <p>Partial and limited communication about some aspects of the capabilities that may or may not be linked to the student's goals. (communication)</p>	<p>With support, identification of an aspect of the plan that could be adjusted.</p> <p>With support, description of aspects of a plan and a partial statement of its purpose.</p> <p>With support, a list of some aspects of the capabilities.</p>

PART 10:

ICAN PLP Trial Feedback Sheet

(All parties please complete consent and feedback sheet)

ICAN requests your permission to use this trial document for training and development purposes:

FLO Student:

- ☐ I give my permission for this document to be used by ICAN for training and development purposes.
- ☐ I do not give my permission for this document to be used by ICAN for training and development purposes.

NAME: _____ SIGNED: _____ DATE: __/__/2010

FLO Case Manager:

- ☐ I give my permission for this document to be used by ICAN for training and development purposes.
- ☐ I do not give my permission for this document to be used by ICAN for training and development purposes.

NAME: _____ SIGNED: _____ DATE: __/__/2010

FLO Coordinator:

- ☐ I give my permission for this document to be used by ICAN for training and development purposes.
- ☐ I do not give my permission for this document to be used by ICAN for training and development purposes.

NAME: _____ SIGNED: _____ DATE: __/__/2010